



Unit 19: Enterprise in IT

Delivery guidance

This optional unit is a practical unit that develops learners' business, enterprise and entrepreneurship skills. Learners will need to show an understanding of technology, as they will choose an idea for a new IT-related product or service. While group work is acceptable during unit development and in class activities, the assessment should be done as an individual.

This is, therefore, a good unit for the learners to study if they are considering working for themselves. Even if they are not, it will produce useful skills that also overlap into interview techniques.

Approaching the unit

This unit is essentially learner driven, as they will need an idea of their own to develop. They should understand that innovation is not just about creating something new; it could be enhancements to existing products or services, or finding new markets. It could even be a new method of providing a service (such as e-Books or streaming music). Researching recent innovations might help, and there are links in the **Resources** section to websites that present new ideas in areas such as wearable technologies, software and architecture.

The approach to this unit should be:

- as practical as possible, to give learners an opportunity to develop a range of business, enterprise and entrepreneurial skills
- taken with a view to the context for activity in business scenarios.

Delivering the learning aims

Learning aim A

This aim gives the underpinning theory for the unit by introducing enterprise and entrepreneurship principles and characteristics.

Which skills and attributes are needed to become an entrepreneur? What makes enterprises successful? How can technology contribute to a new business idea or innovation?

There are many examples of technological entrepreneurs that learners could research, such as Bill Gates, Azim Premji, Fernando Espuelas, Jack Ma, Mark Zuckerberg, and An Wang, among others. This learning aim could give some background reading opportunities. Learners should explore these from a principles and characteristics perspective and should reflect on their own entrepreneurial skills to enable them to evaluate these skills for their assessment.

Learners will undertake a personal skills audit and explore their own skill levels that might, or might not, make them a good candidate for an entrepreneurial venture. There are a number of audit templates online that could be used. Use a search engine and look for "entrepreneurial personal skills audit".



Learning aim B

Learners carry out group work to investigate an idea for a product or service. They will collaborate throughout the aim, designing prototypes and product or service outlines, and they will consider their target market and the research methods they will use to test the market.

Learners should be supported during learning using formative assessment to ensure they understand how to apply good design principles (also drawing on learning from other units), and ensuring that they have considered the available skill set, or a skill set that they can realistically expect to be available when undertaking summative assessment.

Carrying out the research and analysing the results will enable learners to test the potential market and give feedback for them to use in tweaking their idea or proposals.

At distinction level, learners will be required to evaluate a comprehensive and well-reasoned marketing plan, reflecting on what went well and where improvements could be made.

Learning aim C

In the final aim, learners will consider two key business planning models: the more traditional and the leaner business model, or lean canvas models. These will be compared so that learners can appreciate their differences.

You could argue that a leaner model is more applicable in today's volatile markets, as it will allow greater flexibility and responsiveness that are less possible with the more traditional approach.

Although learners should understand both approaches (traditional and lean), they should focus on only one in the activities.

The outcome culminates in a presentation that will give a useful opportunity for learners to practise their formal presentation skills before undertaking the final assessment for the unit.



Assessment model

Learning aim	Key content areas	Recommended assessment approach
A Explore the nature of enterprise and entrepreneurship in an IT context	A1 Entrepreneurship and enterprise principles and characteristics A2 Skills audit and teamwork	<p>A video, such as YouTube™, on a successful enterprise and its entrepreneur that considers how the entrepreneur succeeded in building an enterprise that supplied products or services that customers wanted.</p> <p>A skills self-audit that identifies both entrepreneurial and IT skills, abilities and that considers teamwork.</p>
B Develop a marketing plan for an IT product or service based on market research	B1 Select a product or service idea to market for an IT enterprise B2 Research the market opportunities for an IT product or service B3 Marketing planning for an IT product or service	<p>A marketing plan with supporting research identifying the approaches to be used when launching an IT product or service to the market. The market components of a Business Model Canvas or a Lean Canvas could be used, or alternatively a more traditional marketing plan template could be used.</p>
C Present a plan for a start-up IT enterprise using lean or traditional business principles	C1 Lean business planning C2 Traditional business planning C3 Create and present a start-up plan for an IT enterprise	<p>Presentation of a plan for a start-up enterprise that suggests why the enterprise will become established and viable.</p> <p>The product components of a Business Model Canvas or a Lean Canvas could be used, or alternatively a more traditional business plan template could be used.</p>



Assessment guidance

The assessment for this internally assessed unit would benefit from being divided into three assignments as shown above.

Learning aim A

As the formal assessment for this learning aim, learners should create a video about a successful enterprise and the entrepreneur, which explains the success of the enterprise. An example (for illustration purposes only – remember that the investigation should be IT-related) would be Anita Roddick's Body Shop. What were the secrets of success? What about Ahmed Al-Bader, the founder and CEO of Sihatech® and a finalist for the Entrepreneur category of the Arabian Business Startup Awards 2019?

Learners carry out a full personal skills audit and share it with their tutor. In this instance, they should also reflect on areas of weakness and what could be done to address these areas. The skills self-audit should identify both entrepreneurial and IT skills, other abilities, and also consider teamwork.

Note that for distinction standard, learners will evaluate how the principles and characteristics of at least two IT enterprises have contributed towards their success.

Learning aim B

Learners create a marketing plan for a product or service that they could develop (this should not be the product or service that was identified in the classroom groupwork). The plan should be supported by research and should identify approaches that would be used when launching an IT product or service to the market. Using a business model as outlined in the assignment brief, learners should demonstrate an understanding of the components that would be necessary to market the product or service.

Learners must ensure that their proposed product or service is viable based on the results of the market research and that the rationale is sound.

Note that for distinction standard, learners will need to show how the components of the plan link together and that the plan is clear and reasoned, as well as show an understanding of appropriate techniques to meet the needs of the target market segment.

Learning aim C

A plan for a business start-up enterprise should be created and a presentation drawn from the content of the plan. It should suggest how and why the enterprise would become an established, viable business proposition. The choice of model for this assessment will be linked directly to the choice made in assignment 2. The learners must formally present their start-up plan.

Learners will be expected to demonstrate a logical structure and flow in their presentation and they will be expected to use appropriate business terminology and technical language. Their written language skills must also be of a high standard, particularly to meet the distinction criteria.

They should be able to reflect on the completeness of the plan using information from a variety of sources and should show that they have considered a range of issues that are faced by business start-ups, such as capacity and cashflow, etc.



Getting started

This gives you a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

Unit 19: Enterprise in IT

Introduction

This unit is a practical unit that makes use of learners developing business skills in addition to their technical learning. This is therefore a good unit for learners to study if they are considering working for themselves.

Even if they are not, because this unit teaches learners about self-marketing, as well as product or service marketing, it will produce useful skills that also overlap into interview techniques.

Learning aim A – Explore the nature of enterprise and entrepreneurship in an IT context

A1: Entrepreneurship and enterprise principles and characteristics

What is enterprise?

- Learners look up a definition of the word “enterprise” and collaborate as a class to produce a definition of what “enterprise” could mean in relation to IT.
- A small group activity where learners create an A3 poster that should explain what enterprise involves.

What skills and capabilities are needed to support enterprise?

- Lead a discussion on “expertise” and why success in supporting an enterprise requires both entrepreneurial and technical skills. Discuss the skills and capabilities at top level and ask learners to offer suggestions about how they might bring missing skills to the enterprise if they do not have them. For example, family members with technical skills (but would they work for nothing?).
- Explain why they should not attempt an enterprise where they do not have the expertise (even in part), if they do not have commitment, enthusiasm and motivation, or if they are particularly risk averse.
- Learners watch and discuss “*How to Motivate Yourself and Other People*” (see link in **Resources** section).

What factors make enterprises successful?

The factors that make enterprises successful are largely the same as for any project, such as skills and planning, but enterprise has an extra dimension, which is the marketing factor (both for the product or service and for the organisation – or the entrepreneur in general).

- Presentation focusing on success factors. At this stage, you are merely introducing the



concepts and talking them through. Learners will have an opportunity to investigate factors such as competitive advantage, perception and market penetration later in the unit.

What are the attributes needed by a successful entrepreneur?

- Create a checklist in three columns. Column 1 should contain the attributes from the specification, column 2 should have the heading “Definition”, and column 3 should be labelled “My attributes”. Ask learners to begin by working in pairs to write a short definition on the checklist for each of the attributes. They will know many without needing to look them up, but some might prove a little more challenging.
- Learners individually reflect against each attribute to complete the final column before a class discussion. During the discussion, the learners should reflect whether the attribute is something that can be learned or whether it is something you either have or do not have.
- You could give learners the opportunity to work on any attributes they feel are weak using some of your centre’s generic personal development resources. You could consider using online resources that are used across your organisation to develop learners’ personal skills, other lessons or tutorial content as appropriate.

Enterprise planning and technologies, and techniques for business

- Learners work in small groups to investigate lean and traditional business modelling and planning techniques. Learners should be asked how they would “teach” a group of adults running small businesses about the models and how they work. Learners should work in small groups and create a series of resources to support this kind of activity.
- Present on the new technologies used for enterprise, such as cloud and open sourcing (see specification).

A2: Skills audit and teamwork

The skills of the entrepreneur

- Use the *7 Key Entrepreneur Skills and Characteristics* video listed in the **Resources** section at the end of this delivery guide to lead a discussion on the wider range of skills needed to be successful in enterprise.
- Learners individually use the quiz listed in the **Resources** section to assess their own capabilities. Please ensure you read the note about Question 1. You should also ensure that learners print out the results.
- Learners individually use the second quiz listed to assess their own capabilities. You should again ensure that learners print out the results.
- Lead a class discussion where learners reflect on their performance in the quiz. Did both quizzes have the same or very similar results?

Teamwork and collaboration

- Presentation focusing on teamwork and collaborative working (including using online tools). Discuss the features of Google Drive (including simultaneous editing



of documents). What are the advantages and disadvantages of this functionality?

Skills audit

- Prepare documentation to enable learners to carry out a personal skills audit. The document should include technical skills, transferable skills, business skills, attributes and behaviours listed in the specification that are important in the context of this unit. You should include teamwork skills, leadership skills and any others that are relevant (you could also look at the skills required in the project unit if you need any extra detail).
- Learners carry out the skills audit and discuss the outcomes of the audit with you or their personal teacher. Where possible, learners should be directed to materials that they can use to address some of the weaknesses.

Mentoring and networking

- Individual activity or paired work to explore local mentoring and networking events. Learners should establish at least three business; entrepreneurial or enterprise networking or mentoring groups in their region.

Learning aim B – Develop a marketing plan for an IT product or service based on market research

B1: Select a product or service idea to market for an IT enterprise

Identify an IT product or service idea

- Lead a discussion that sets the scene for this learning aim. Many people assume that innovation comes only from developing new ideas, but the reality is that a significant number of innovations come from existing products or services approached in a new way. Sometimes this is a rebranding activity; it could be to enhance a product or service; it could be finding a new market for an existing product or it could be a new way of doing something (which is why downloadable music and electronic books were innovations in their time). What is the up-to-date alternative to downloading music?
- Give a presentation to learners focusing on criteria that they should consider using to evaluate their ideas. This should include identification of product or service features, an assessment in relation to sustainability, security, usability, financial viability and potential market size (through identifying the target market). You should ensure that an appropriate legal assessment will also be undertaken in line with current local legislation.

Create IT product or service collateral to support market research

- Learners work in small groups to come up with an idea for an IT product or service. It could be a new wearable technology, or an existing technology with new features. It could be a new media service or a new software application. Whatever they decide, learners should create a basic outline that can be used as part of research activity to test the potential for their idea. They should create design information (including storyboards and flowcharts) and possibly a prototype or a series of images (depending on the product or service they are choosing to research).



Identify the skills required for marketing an IT product or service

- Still working in groups, learners should discuss the skills that will be required for marketing the product or service, including their combined product knowledge, knowledge of the market, how well they understand customer requirements and needs for their chosen market, and the promotional methods they intend to use. The promotional methods chosen can be of a mixed variety and could include technology (such as social media), other media or more traditional methods. The choice made will, in part, be dictated by the target market. Decisions should be recorded in a development log or other suitable document for reference purposes.

B2: Research the market opportunities for an IT product or service

Qualitative and quantitative factors affecting a target market

- Give a brief for learners for small group research that instructs them to investigate the qualitative and quantitative factors affecting the market for a product or service.
 - What is a “target market”? How do you identify one?
 - Having established the target market, what might the typical customer requirements and needs be for this group of individuals?
 - Are there gaps in the market that could be exploited?
 - What are the current market trends? Is there interest in this kind of product or service?
 - What do competitors offer? Are there similar products or services?
 - What is the economic climate like? Is the product or service luxury or essential? In times where the economy is struggling, consumers are less likely to invest in luxury products. What is the current situation?
 - What are the business risks? Financial? Reputational?

It might be useful to give the questions above as a gapped handout for learners to annotate during their research. This should lead to a class discussion.

Conduct market research on a prototype or design

- Give a presentation that focuses on market research and the three key activities learners will need to undertake.
 - Planning (including defining the purpose of the research and setting suitable objectives)
 - Deciding what data needs to be collected (primary, secondary)
 - How the data will be collected
 - Carrying out the research having:
 - Defined the sample size and method
 - Created the questionnaire or survey they will use
 - Learners carry out the research and then analyse the results



- Analysing the results using statistical procedures
- Presenting their findings
- Drawing conclusions and making recommendations
- Identifying any limitations.

Continuing their group work, learners should plan and carry out the initial research as suggested. They should analyse and present the results, making recommendations about how to proceed. A presentation will help to formalise their thinking and will give an opportunity for you to ask questions to clarify your understanding or point learners in the right direction if there is anything they have missed.

B3: Marketing planning for an IT product or service

Marketing plans

- Having identified the nature of the product or service to be promoted, learners will create a marketing plan. You should begin by introducing learners to the components of a marketing plan. This would be best supported with a template that you have created, which helps the learners to focus on the key components of a plan. There are a number available on the Internet (see link in the **Resources** section of this guide) that you could adapt for this particular situation (ensure you cover the five points listed in the specification).
- Learners work in their groups to create the marketing plan for their idea.

Market testing

- Part of the plan is to test the market before committing resources to a project. A range of techniques has been listed. Learners should investigate the five options and decide which of the five would be relevant to their product or service, committing what they decide to their marketing plan.

Deciding how effectiveness of the marketing plan will be measured

- To complete the plan, learners need to decide how they will measure the effectiveness of the marketing activity. Learners explore the following and then decide which metrics they will use in this activity:
 - Volume of sales and rate of sales growth
 - Size and growth of market share
 - Customer perceptions of the product
 - Sales revenue in relation to marketing costs.

Learning aim C – Present a plan for a start-up IT enterprise using lean or traditional business principles

Learning aim C1 – Lean business planning

Learning aim C2 – Traditional business planning

- Introduce learners to the concepts of lean business planning and traditional business



planning at a top level only. You could use the 2-minute *Business Plan versus Business Model Canvas video* (listed in the **Resources** section of this delivery guide).

- Give a presentation focusing on lean business planning and traditional business planning (as outlined in the specification) with more detail than in the video. You should create templates in advance, one for each business planning model outlined. There are two additional videos listed (a total of 31 minutes) that will give useful content for the presentation.
- Invite a guest speaker, if possible, (ideally an IT entrepreneur) to talk to learners about the business planning techniques they use. Are they traditional, or do they opt for the lean approach?

C3: Create and present a start-up plan for an IT enterprise

- Learners work in their groups and use the outcomes of the previous group work (outline idea, market research plans, factors affecting decisions, outline design/prototype, results of market research, marketing plan and testing strategy and metrics for measurement, and the outline business plan) to create a start-up plan for their IT enterprise. This should be an outline plan (a full business plan would be beyond the scope of this activity). The choice of model (lean or traditional) is at the discretion of the group.
- Learners should create a presentation that they will formally present to an audience. The audience can be made up of local employers, businessmen or women, other tutors, etc. Learners should seek feedback from the audience.
- Each group should write a short report that reflects on the feedback they received, and should review their business plan accordingly, stating in the report the nature of the changes they made and the reasons why.



Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

Depending on the choice of project, the following units will give useful underpinning knowledge and skills that can be drawn on to create the deliverables:

- *Unit 3: Using Social Media in Business*
- *Unit 20: Business Process Modelling Tools*

Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC International Level 3 Qualifications in Information Technology. Check the Pearson website at <http://qualifications.pearson.com/endorsed-resources> for more information as titles achieve endorsement.

Videos

YouTube

- 7 Key Entrepreneur Skills and Characteristics
- Business Plan vs Business Model Canvas
- How to write an effective business plan
- The Lean Canvas Business Model

Websites

- Visit the *"The Business Network"* site.
- Visit Entrepreneur.com and search *"Quiz: What's your entrepreneurial IQ?"*.
- Go to Entrepreneur.com and search *"Quiz: Do You Have What It Takes To Be An Entrepreneur?"*.
- Go to Ey.com and search *"Entrepreneur of the year"*.
- Go to the *"The News International"* website and search *"British Pakistani entrepreneur wins Asian Business Award"*.
- Visit optionstheedge.com and search *"The EY World Entrepreneur of the Year awards 2019 celebrates exceptional mould-breakers around the world"*.
- *"Find Networking Events"* – a UK directory that can be filtered by region and town.
- Visit the *"Marketing Donut"* website and search *"marketing plan template"*.
- TechNewsWorld – an online magazine

Pearson is not responsible for the content of any external internet sites. It is essential for teachers to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that teachers bookmark useful websites and consider enabling learners to access them through the school/college intranet.